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ABSTRACT

This booklet is intended to aid local school districts in Oregon as they work to develop and improve their educational programs in keeping with the competency-based high school graduation requirements established by Oregon's revised minimum standards for public schools. The booklet consists of six chapters that focus in turn on state requirements governing units of credit, planned course statements, attendance, minimum competencies, diplomas and certificates of competency, and elementary instruction applicable to required competencies. Included in each chapter are descriptions of actual practices and sample policies and guidelines developed by Oregon school districts. (JG)

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GRADUATION REQUIREMENTS GUIDELINES, REVISED

BEST COPY AVAILABLE

Prepublication Draft
Spring 1977

Verne A. Duncan
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Public Instruction

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EA 009 603

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FOREWORD

The purpose of Graduation Requirements Guidelines, Revised is to help school districts develop programs that serve the needs of their local communities and meet the State Board of Education's minimum standards for public schools. Contributing greatly to the usefulness of this material are the sample practices and policies which local districts have developed and found successful. The districts deserve the real credit for these guidelines, and the Department of Education gratefully acknowleges their contribution.

Oregon is one of the national leaders in the movement to provide young people with a public education geared to the realistic demands of adulthood. This status could only be achieved through the combined efforts of the entire educational community--students, parents, citizens, educators and board members.

Central to this movement have been the graduation requirements adopted by the State Board in 1972 and revised somewhat along with the rest of the minimum standards in 1976. People have spent countless hours studying, planning, implementing, evaluating and improving this graduation requirement program. We've gained valuable experience, but the task is not yet done.

Readers are urged to complete the questionnaire on the last page of these guidelines. We need your thoughts as we continue to revise our publications. For further information contact Bus Nance, Specialist, Standards/ Graduation Requirements, 378-4326.

Verne A. Duncan
State Superintendent of
Public Instruction

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QUESTIONNAIRE

GOALS FOR ELEMENTARY AND SECONDARY EDUCATION

INTRODUCTION

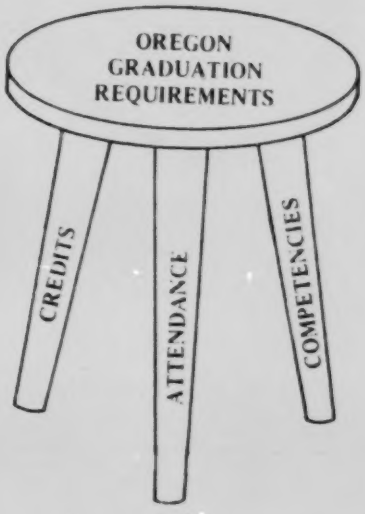
The State Board of Education adopted new requirements for graduation from public schools in September 1972. September 1974 was set as the target date for district implementation.

WHY CHANGE?

Too often, school rules and regulations remain virtually unchanged over the years. Lifestyles of the 1970's and 1980's--with installment purchasing, high-speed travel, electronic media--demand individual competencies far removed from the environment of the 1920's and 1930's.

What kinds of competencies will be needed in the future? Starting with the roles most commonly assumed in adulthood--the individual, learner, producer, citizen, consumer, and family member--competencies represent the ability to perform tasks associated with those roles. Such tasks might be reading a newspaper, writing a letter of application for employment, reading maps and timetables, making change, computing interest rates, learning to swim.

THE RIGHT TO BE COMPETENT



Traditionally students received their high school diplomas based on satisfactory attendance and course completion. These two features remain in the new requirements. The major change has been the addition of demonstrated performance, or "competencies." As one part of the state's definition of basic education, this addition is meant to give some assurance to students, parents, and the community that the graduating student is ready to cope, at least at a minimum level, with demands likely to be faced beyond the school years.

A beneficial end result is a sense of confidence in the community that the local school program is effectively responding to current student and community needs.

A DECADE OF EFFORT

Citizens and educators alike have shared in the effort to introduce and improve Oregon's graduation requirements program. Some highlights:

- In the 1960's some promising new ideas emerged. For example: The Oregon Program was funded by a Ford Foundation grant, enabling some districts to investigate goal setting and competency development as the basis for their educational programs.
- The Department of Education 1969 needs assessment study surfaced the major needs of education, as viewed by the general public, educators, students, and school dropouts.
- A 1969-70 study by the Oregon Association of Secondary School Administrators produced results that supported changes in the school curriculum and in requirements for graduation.
- Town Hall meetings here held in 14 cities in 1969-70 by the State Board of Education and the State Superintendent of Public Instruction. Over two thousand citizens expressed their views on priorities for education.
- The State Board of Education adopted new requirements for graduation on September 22, 1972.
- The new requirements were implemented by local school districts in the 1974-75 school year.
- These requirements were included as part of the minimum standards for public schools and adopted in December 1974, by the State Board of Education.
- The minimum standards, including some features of the graduation requirements, were revised in June 1976, by the State Board of Education.

WHAT WE LEARNED

More than a decade of effort in Oregon has surfaced some common agreement:

- School districts need freedom at the local level to adapt curriculum to the changing needs of students and sociological conditions. At the same time, districts want some general guidance as they progress toward implementing the new graduation requirements.

- Clear goals (desired outcomes for students) can be developed and student attainment can be measured. Problems causing some students to make less than satisfactory progress can be identified and resolved.

- Each student has an individual learning style, interests, strengths, and weaknesses. Students should have more alternatives for meeting graduation requirements, such as credit by examination, off-campus study, independent study, early and/or delayed graduation.

- Districts need to build understanding and support of their attempts to improve instructional and management practices. Interaction among community, staff and students is essential to responsible educational planning.

FIRST STATE GUIDELINES

In 1973 and 1974, the Department of Education published guidelines which drew upon the experiences of school districts, the Tri-County Graduation Requirements Project and Department staff. The six-part series was titled:

Section I: Administrative Guidelines
Section II: Personal Development Education
Section III: Social Responsibility Education
Section IV: Career Development Education
Guidelines for Planned Course Statements
Guidelines for Record Keeping.

GUIDELINES REVISED

The guidelines have come due for revision for two reasons:

- The graduation requirements saw selected changes when the State Board revised the minimum standards in June 1976. The changes were based on expressed preferences of most of Oregon's school districts.

- When the original guidelines were written, we were dealing with unknowns. A nationwide search revealed that Oregon was pioneering the concept of competency-based education as a basic program for its schools. Since then we have seen three years of work in implementing the new requirements. Now guidelines can be based on the successful experiences of local districts.

The purpose of the guidelines which follow is to aid local districts and their communities as they work to develop and improve their graduation requirements programs. Each of the publication's six chapters addresses a specific requirement: units of credit, planned course statements, attendance, minimum competencies, diplomas and certificates of competency, and elementary instruction applicable to required competencies.

The chapters, in turn, are organized as follows:

- The complete OAR is quoted, followed by some descriptive narrative.
- Samples are presented, drawn from district experience. Actual practices, such as planned course statements, are printed on yellow; sample district policies are printed on blue.

OTHER RESOURCES

While Graduation Requirements Guidelines, Revised is limited to the one portion of the standards, other materials developed by the Department of Education address the entire set of minimum standards.

Elementary-Secondary Guide for Oregon Schools: Part I cites the minimum standards for public schools, their intent, and how they developed. It lists related statutes and other administrative rules.

Elementary-Secondary Guide for Oregon Schools: Part II presents suggestions for meeting the state minimum standards, and for going beyond to develop quality instructional and support programs.

Minimum Standards for Oregon Schools: A Summary briefly describes the minimum standards, including events leading up to adoption by the State Board in June 1976.

Minimum Standards for Oregon Schools: Resources, Spring 1977 describes the variety of resources available to Oregon educators. Highlights of each standard are described, followed by pertinent publications, workshops, development activities, related rules and statutes, and related work of other agencies.

For copies of these and other Department materials, contact the Documents Clerk at the Department of Education.

CREDIT DUE

The Department of Education acknowledges the contributions of many people in developing these guidelines. Special thanks is due the school districts who have granted permission to share the materials developed in their own communities; and to the people representing professional educational organizations who have reviewed the guidelines and contributed toward its completion.

GRADUATION REQUIREMENTS
OAR 581-22-226*

(1) Each local district enrolling students in grades 9 through 12 shall implement Board-adopted high school graduation requirements beginning with the graduating class of 1978.

(2) Credit requirements for high school program completion:

(a) Each student shall earn a minimum 21 units of credit in grades 9 through 12;

(b) Units of credit shall be earned in the following areas of study:

(A) Language Arts/English--3
(B) Mathematics--1
(C) Social Studies/History--1
(D) Citizenship/Government--1
(E) Science--1
(F) Health Education--1
(G) Physical Education--1
(H) Consumer Education/Economics/Personal Fianance--1
(I) Career Education--1
(J) Electives--10;

(c) Local boards may alter the number of units of elective credits;

(d) Local boards may establish additional credit requirements beyond the minimum number.

UNITS OF CREDIT

This administrative rule requires students to earn a minimum of 21 units of credit. Eleven credits must be earned in the areas of study specified in the rule, the remaining ten to be chosen by the student from elective areas. Local boards of education may increase the total number of units required to more than 21 and may increase the units in required areas of study to more than the eleven established by the State Board of Education.

*Please note that only sections (1) and (2) of this OAR are presented here. Section (3) is quoted in Chapter II, page 31.

Should a local board increase the number of units in the required areas of study, the board may reduce the number of elective units, but the total number of units must be not be less than 21. Clearly, these are minimum requirements. When establishing local requirements, districts are encouraged to exercise their option to provide for a high level of quality and quantity in student performance.

One unit of credit is equivalent to at least 130 clock hours of instruction provided by the school and is generally earned by the student in one year of study. A semester of study would therefore provide one-half unit of credit (65 hours), and a nine-week course one-quarter unit of credit (32 and one-half hours).

OAR 581-22-232 permits local school boards to provide credit toward graduation through credit by examination and off-campus learning opportunities. Methods of earning credit are discussed in Chapter III, page 49.

AREAS OF STUDY

The shift in terminology from required subject to required area of study was made for two basic reasons: (1) to give students some options in earning the required units of credit, and (2) to provide local districts greater flexibility in planning credit offerings.

The term "area of study" may be synonymous with "subject" in some instances, but each has its distinct definition.

In the past, units of credit were required in subjects, such as mathematics. A particular course, such as Algebra, was identified as that which would meet the requirement. There was usually a direct one-to-one relationship between a required subject and a required course. For example:

Required Subjects	Units of Credit	Required Course(s)
Mathematics	(1)	Algebra
Social Studies	(2)	US History Modern Problems

Even with the introduction of the term, "area of study" the existing system could remain in use. Now, however, districts can let students choose from number of courses to meet the credit requirement. Students also can apply portions of courses toward meeting the credit requirement. For example:

Required areas of study	Units of Credit	Courses
Citizenship Education	(1)	1 semester of Citizenship I (1/2) + 1 semester of Modern Problems (1/2) -or- 1 semester of "You and the Law" (1/2)
Career Education	(1)	1 semester "Introduction to World of Work" (1/2) -or- career cluster (1/2) -or- aide activity (1/2) -or- appropriate course approved by counselor (1/2)

ALTERNATIVES FOR STUDENTS

The following examples illustrate the many options a school district could exercise in giving students opportunities to earn required units of credit. Other possibilities go far beyond these examples.

The examples are drawn from the following areas of study: citizenship/government, social studies/history, consumer education/economics/ personal finance and career education. These areas were added because of the State Board of Education's belief that today's students need opportunities:

(1) to know and be able to function as citizens within the structure of government at the local, state, and national levels and to develop the human relations skills and understandings necessary for individuals to work productively with others;

(2) to learn to cope with consumer concerns in the American economic system, including money management, credit, purchasing of goods and services, and rights and responsibilities in the marketplace; and

(3) to learn to make career choices and to develop attitudes, knowledge, and skills needed for the producer (occupational) life role and for related aspects of other roles.

UNIT OF CREDIT: CITIZENSHIP/ GOVERNMENT

There are many possible alternatives or combinations of alternatives for implementing the citizenship/government unit requirement. A year-long course in citizenship could be required of all students, taught by one instructor or by several, each teaching a quarter or semester of the total course. Two semester-length citizenship courses could be offered, one required of all ninth or tenth grade students and the other required of all eleventh or twelfth grade students. One semester-length citizenship course could be required of all students, which would include the most needed citizenship concepts; students could then select from such courses as economics, political science, sociology and international relations to complete the one unit requirement. The identified citizenship concepts could be infused into the traditional "U.S. History and Government" and "Modern Problems" courses, with the two units required for all students.

UNIT OF CREDIT: SOCIAL STUDIES/ HISTORY

A unit of credit is required in social studies/history to help students become acquainted with the systematic study of societies. In this area of study, historical and contemporary issues should be addressed. History is highlighted as a part of this area of study to reflect the State Board's conviction that the perspective of time is an essential component of social studies.

UNIT OF CREDIT: CONSUMER EDUCATION ECONOMICS/PERSONAL FINANCE

The consumer education/economics/personal finance unit of credit could be earned in a number of ways depending on the local district's choice. One year of study in any of the three categories could be required; likewise a semester of study in any two of the three or a combination of mini-courses might be established. The district could choose to require a one-semester course for one-half unit, the remaining one-half unit to be earned from portions of other courses--home economics, business mathematics, or others.

In cases where a portion of credit is earned in a particular course but applied toward a different area of study, care must be taken to avoid double credit. For example, if a one-year course in home economics devotes one-fourth of the time to budgeting and marketing, one-quarter unit of credit could be applied to the personal finance area and three-quarters unit of credit to the non-mandatory home economics course.

UNIT OF CREDIT: CAREER EDUCATION

School districts in Oregon have established a variety of ways for students to earn the unit of credit in career education. Students earn credit through enrollment in career cluster programs, through work experience programs, and through combinations of other alternatives.

Credits earned by such alternatives should be monitored by certificated personnel. Particular care should be taken to prepare planned course statements for those learning activities which are conducted outside the regular classroom. Work experience credit should be carefully designed and be well supervised to assure the quality of learning required to earn the credit assigned to that activity.

Several districts require a semester course (one-half unit) and allow students to earn the other one-half unit in a variety of courses or activities depending on their career interests. Students interested in teaching, for example, may earn credit by serving as teacher aides; students interested in music as a career may fulfill the requirement through advanced music classes.

At some point in the program, students should have a chance to learn about job opportunities, application procedures, good work characteristics, renumeration and retirement, and other career-oriented topics.

DEVELOPMENT OF COURSE OFFERINGS

Curriculum planning for the new and traditional required areas of study should be guided by the State Board of Education goals for public schools.* In addition, district goals and program goals should be the guides for selecting course goals and for developing course content.

The teaching staff must be involved here. Through training and experience, teachers can best determine course content and the levels of student achievement that should be required.

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*See back cover, State Board of Education Goals for Elementary and Secondary Education

The teacher's contributions to course development should be augmented by current research findings. Advisory groups also can help determine course content and identify community resources.

CREDIT REQUIREMENTS

SAMPLE DISTRICT POLICIES AND GUIDELINES

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UNITS OF CREDIT

A. Authority

OAR 581-22-226
District policy number _____.

B. Definitions

Units of Credit: One hundred thirty hours of instruction in a planned offering shall be the minimum requirement for granting one unit of credit. Fractional units of credit may be allowed in quarter-unit blocks. The minimum clock hour requirements may be waived pursuant to other provisions of the district graduation requirement guidelines contained under policy number _____.

Required Units of Credit: Credit which students must achieve in those areas of study specified by school board policy as necessary for graduation.

Elective Units of Credit: Credit required of students for graduation in nonspecific areas of study as stipulated by school board policy and designed to meet the unique needs of students.

Areas of Study:

Language Arts/English: That part of the curriculum which enables students to produce (speak, write, and act), receive (read, listen, view), and comprehend forms of communication.

Mathematics: That part of the curriculum which equips students to measure, compute, and interpret everyday living situations in ways which make this measurement and computation useful and demonstrate the logic and harmony of size, shape, and placement in the universe.

Social Studies/History: That part of the curriculum which helps students become rational decision-makers with regard to human behavior and social interaction.

Citizenship/Government: That part of the curriculum which helps students understand and appreciate the environment through investigating, interpreting the data, and reaching valid conclusions from that data.

Science: That part of the curriculum which enables students to understand and appreciate the environment through investigating, interpreting the data, and reaching valid conclusions from that data.

Health Education: That part of the curriculum which assists students in gaining knowledge, understanding, and appreciation for healthful living.

Physical Education: That part of the curriculum which helps students develop those qualities essential for successful and satisfying participation in physical activities.

Consumer Education/Economics/Personal Finance: That part of the curriculum which helps students develop competencies needed to manage personal resources, to provide for personal and family needs, and meet obligations to self, family, and society.

Career Education: That series of learning experiences within the curriculum which prepares students for occupational life roles.

C. Rationale

Required and elective areas of study should provide planned instruction aimed at assisting students in becoming lifelong learners, functioning effectively when confronted with situations which call for the ability to: communicate effectively, apply mathematics, function as a citizen, understand society, employ scientific knowledge, demonstrate knowledge of mental health, demonstrate physical fitness, function as a consumer, prepare for a career, and function as an individual.

D. Implementation Procedures/ Guidelines

Each student shall complete the following units of credit as specified:

Language Arts/English--1 unit of credit in grade 9 and 2 units of credit in grades 10-12.

Mathematics--1 unit of credit in grades 9-12.

Social Studies/History--1 unit of credit in grade 9 and 1 unit of credit in grades 10-12 of which at least 1/2 unit of credit must be American History.

Citizenship/Government--1/2 unit of credit in grades 10-12.

Science--1-1/2 units of credit in grades 9-12; at least 1/2 of the credit must be in grade 9.

Health Education--1/2 unit of credit in grade 9 and 1/2 unit in grades 10-12.

Physical Education--1/2 unit of credit in grade 9 and 1/2 unit in grades 10-12.

Consumer Education/Economics/Personal Finance--1 unit of credit in grades 11-12.

Career Education--1 unit of credit in grades 9-12.

Electives--8-1/2 units of credit in grades 9-12.

Each building principal or designee shall administer the offerings required to fulfill the units of credit for graduation including:

- Determination of the offerings.
- Enrollment of students.
- Determination of those requirements necessary for granting credit for an offering in compliance with the Oregon Administrative Rules, school board policy, and other school district administrative guidelines contained under Policy _____.
- Determination of the amount of credit to be granted (in multiples of quarter units).
- Recording of the credit granted.
- Development and publication of precise written procedures for granting units of credit.

CAREER EDUCATION CREDIT

A. General Statement

The following approaches are justified in determining course offerings for which career education credit may be granted, but must be within school board policy and administrative guidelines.

B. Occupational Cluster Courses

These are vocational education courses that have been approved by the Oregon Department of Education; they provide instruction in occupational skills needed for employment in a broad family of occupations. Since the primary focus is on occupational skills, the principal or designee is justified in granting career education credit to students completing course requirements.

C. Alternatives

Other courses and areas of independent study offered by each high school that are not required in other areas of study may qualify for career education credit providing that at least one of the following conditions are met:

1. The course is primarily oriented toward career guidance with major focus on exploring potential occupations and/or career areas, occupational and career interests, aptitudes, values, and career planning.

2. The student has specified in writing, prior to enrolling in the course, a career or occupational goal for which the course in question would provide instruction in either occupational skills or instruction that would lead to further training in a more specialized field. For example, a student who selected journalism as a career goal could logically benefit from taking a course in journalism. In this instance, a principal or designee would be entirely justified in allowing career education credit for such a course. It is important that there be a clear and direct connection between the student's specified goal and the course in question. In the case of independent study, school board policy and administrative guidelines for independent study apply.

D. Off-Campus Credit

There may be instances where an administrator may be justified in granting career education credits for off-campus experiences providing the following condition has been met:

1. The student has specified in writing prior to the experience an occupational or career goal for which the off-campus experience in question would provide instruction. The connection between the student's goal and the experience must be clear.

WORK-TRAINING PROGRAMS

A. Definition

Work-training programs: Learning experiences in which the students explore career interests in occupational fields through a program not offered in the regular high school curriculum.

B. Rationale

There are many career opportunities for which the school district does not provide a career cluster program. Often, the school can provide course work pertinent to these careers, and coordinate a work experience program with employers that enables students to obtain on-the-job training in an occupation of their choice.

C. Implementation Procedures/ Guidelines

1. Students will apply to the administrator or designee.

2. The student's application will indicate the proposed location of the work experience, the types of activities in which he/she will engage, the expected learning outcomes and how they relate to the student's educational goals, the tentative work schedule, and other factors which the instructor deems necessary.

3. The student must meet attendance and performance standards in order to earn credit and satisfy competency requirements.

Credit:

Fifteen term hours total credit is required in career education. The work experience should consist of a minimum of 15 hours per week for a period of 12 weeks to earn 5 term hours credit.

CREDIT BY
EXAMINATION

A. Authority — District policy _____,

B. Definition — The primary purpose of credit by examination is to permit a student to be awarded credit for a course, required or elective, due to his/her competency, without having to enroll in the course.

C. Rationale — Providing for individual differences among students results in a wide range of opportunities. Some students are capable of achieving the goals for a particular course without having to enroll or participate in the class.

D. Implementation Procedures/ Guidelines

1. Each building principal or designee shall administer this program. The principal may appoint examination screening committees to assist with:
   a. Developing examinations to be used for credit by examination. Such examinations, either written or based on observable indicators of competencies, shall clearly demonstrate learner outcomes of the course being challenged.
   b. Determining standards of performance on examinations which will be accepted as evidence of satisfactory completion of course requirements.
   c. Determining when an appropriate examination has been devised to measure course completion equivalency and when the test shall be placed in use.
   d. Establishing examination dates and location.
   e. Publishing credit by examination procedures and courses for which credit by examination may be attempted.
   f. Reviewing student requests for credit by examination where guidelines are not sufficient.
   g. Scoring examinations.
2. If the student successfully meets or surpasses the performance level established for a course through the process of credit by examination, he or she shall be given credit for the course and

therefore the enrollment requirement for that course, if any, will be waived. Credit but no grade for the offering will be noted on her/his transcript and the offering will count toward the graduation requirements both in total credits (or units) and required course enrollment.

3. Application for credit by examination:
   a. Students must complete an application for credit by examination and submit it to the appropriate department one week prior to the date of the examination. This application shall receive the approval of the student, parent or guardian, and principal or designee.
   b. Students may attempt credit by examination for a particular offering no more than two times, and these attempts may not occur within the same semester.
   c. Students may not attempt credit by examination for a course in which they are enrolled.
   d. Credit for not more than three courses (45 term hours) may be achieved through credit by examination.
   e. A student may not attempt credit by examination for a sequential course below the level at which he has or is enrolled (i.e., a student may not attempt credit by examination for Algebra I if he/she is taking or has taken Algebra II).

APPLICATION FOR CREDIT BY EXAMINATION

Name of Student _____ Graduation Year _____
I am applying for credit by examination in the following course: _____

I feel qualified to challenge the requirements because _____

The purpose of my challenge is _____

Signature of Student _____
Date _____

Name of Department Head _____
Recommendation _____
This application is (approved, disapproved)
Comments _____

Date _____
Signature of Curriculum Vice-Principal

INDEPENDENT STUDY

A. Authority. District policy _____,

B. Definition. Independent Study: A preplanned personal learning experience of at least nine weeks which is designed and outlined by a regularly enrolled student and approved by the principal or designee as appropriate for that individual and valid in its goals, activities, and provisions for evaluation.

C. Rationale. The diverse interests and abilities of students require that learning experiences be personalized. This may mean providing enrichment experiences beyond the scope of regular classroom experiences.

It is assumed that a student choosing an alternative of independent study has sufficient maturity and motivation to individually pursue and complete self-initiated study with a minimum of supervision.

D. Implementation Procedures/ Guidelines

1. Each building principal or designee shall administer independent study. The principal may appoint a screening committee to assist with:
   a. Developing and publishing written procedures and timelines for implementing prespecified and recorded measurable objectives, staff supervision, maintenance of written agreements, and student evaluation plans.
   b. Reviewing requests by students for independent study where guidelines are not sufficient.
   c. Reviewing student grievances.
2. For credit to be awarded for any independent study program, the student's supervisor shall judge the student's performance acceptable for credit and her/his independent study program shall meet the time requirements established by these guidelines.
3. Independent study may be conducted on or off the school campus.
4. Application for independent study:
   a. In cooperation with an identified certificated staff member who shall be responsible for the coordination and planning of the student's course work, the interested student will develop and negotiate a tentative proposal for independent study. In developing the proposal, the student will indicate the types of activities in which he/she will engage, the measurable objectives to be achieved, a timeline for

the activities, the amount of credit to be granted, the defined evaluation process to be used, and other factors which the school may deem necessary.

b. The proposal shall be reviewed by the subject area department most directly related to the propcsal. The department will make recommendations to the principal or designee for approval.

c. Approval shall be granted the proposal when written agreement between student, parent or guardian, and principal or designee is on file at the school.

NONCREDIT WAIVER

A. Authority — District Poli[illegible].

B. Definition — Noncredit Waiver: A process for allowing a student who has demonstrated proficiency in a given area of study to bypass any or all prerequisite offerings.

C. Rationale — Providing for individual differences results in a wide range of opportunities for students. Some students are capable of achieving the objectives of an offering of a higher level without having to take its prerequisite offerings. Such a practice is encouraged.

D. Implementation Procedures/ Guidelines

1. Each building principal or designee shall administer the noncredit waiver program. The principal may appoint a committee to assist with:
   a. Determining demonstrated proficiency within an area of study.
   b. Determining appropriate student placement.
   c. Reviewing student requests for noncredit waiver where defined guidelines are not sufficient.
   d. Reviewing student grievances.
   e. Developing and publishing written procedures.
2. The noncredit waiver procedures may be implemented in a variety of ways to meet individual circumstances but must be within the districts' administrative guidelines.

OTHER EDUCATIONAL PROGRAMS

A. Definition

Over the years the district has allowed students to enroll and obtain credit through a variety of alternatives such as approved summer school, evening school, or college courses. The district is on a term basis rather than a semester basis. Credits are issued on a term hour basis. A term hour is the amount of credit earned in one standard period per week (12-weeks) term. The traditional credit unit is thus equivalent to fifteen (15) term hours.

B. Rationale

Increasingly diverse learning opportunities for students now make it possible for students to complete high school requirements in ways best suited to their particular interests and needs. Other educational programs can provide valuable learning experiences for students. In some instances, other educational institutions offer training experiences not available in the district, and this program is meant to provide an opportunity for students to enroll in such institutions when it is in the student's best interest.

C. Implementation Procedure/ Guidelines

Other educational programs include:

1. Summer School

   a. Summer high school--

   Classes meet for two hours per evening, five days per week, for a period of three weeks to earn 5 term hours of credit.

   All students, in addition to the 30 hours of classroom time, will be required to do outside written and/or project work equivalent to 14 classroom hours. This will result in a total of 44 hours for each term.

   To earn full credit, the student must attend all three terms.

   b. Other summer schools

   Summer school classes from any other school will be evaluated by the administrator or designee and credits accepted shall be equated to the summer high school.

2. Night School

   a. A student who has been unsuccessful in a class may take the course at the evening school, and if successful, receive 7.5 term hours (1/2 unit) of credit. Any competencies required for graduation in such a class must be met.
   b. Night school classes from any other school will be evaluated by the administrator or designee, and credit, if granted, shall be equated to those from an approved evening school.

3. College or University Credits

   a. Prior approval of the administrator or designee must be obtained if credit from a community college, college, or university is to be used for high school credit.
   b. When the course has been completed, the student must submit a transcript to obtain credit.
   c. The term hours of credit have been established as follows:
      - A one quarter hour course will receive 2 term hours of high school credit.
      - A two quarter hour course will receive 3 term hours of high school credit.
      - A three quarter hour course will receive 5 term hours of high school credit.
      - A four quarter hour course will receive 7 term hours of high school credit.
      - A five quarter hour course will receive 8 term hours of high school credit.

ALTERNATIVE EDUCATIONAL EXPERIENCES

A. Authority

"Local district school boards may adopt policies to allow for . . . off-campus experiences." (OAR 581-22-232 (2)).

District policy _____.

B. Definition

Alternative educational experiences: Learning experiences in which the majority of learning is supervised by other than district employes in a setting removed from regular school buildings and grounds, or is self-directed. The experiences shall be part of the school curriculum, and should be described in a specific written agreement which is approved by the parent, school, outside agency, and student.

C. Rationale

The community should be recognized as an extension of the classroom. Involvement in the ongoing activities of diverse business enterprises, community agencies, and other government and private organizations can provide valuable educational experiences for students. Schools should increasingly utilize resources in designing educational programs appropriate to diverse student needs, interests and abilities.

D. Implementation Procedures/ Guidelines

1. The building principal or designee shall administer each off-campus program. The principal may appoint an "Alternative Educational Experiences Program Committee" in an advisory role to help coordinate and standardize requirements as well as examine proposals for new programs. The principal shall periodically review each program to assure its relevance and to determine compliance with policy.
2. Alternative educational experiences may generally be divided into these categories:
   a. Enrollment in courses of other educational institutions. (If correspondence courses, the institution must be accredited by the National University Extension Association.)

b. Training internships in community or government (e.g., National Guard program).
c. Internships or work-training programs in business enterprises. (See also sample policy, Work-Training Programs.)
d. Participation in training or performance groups such as community symphonies, art or science museums.
e. Approved travel or other legitimate student-designed enrichment experiences.

3. In order for credit to be awarded, an alternative educational experience (outside the regular school setting) shall meet the following provisions:
   a. Learning activities shall be considered part of the regular school curriculum and standards of quality established by written agreement.
   b. The student's activities shall be supervised by a designated person in the participating agency.
   c. In approving a student's community internship proposal for credit, consideration shall be given the student's interests, abilities and educational goals.
   d. Work training programs may be either paid or unpaid.

Credits:

1. Students may be permitted to earn a maximum number of six credits (90 term hours) in an approved program. Credits must meet the requirements established by state minimum standards. Credit shall be granted only when written agreement among parents, school, participating agency and student is completed prior to embarking on the community internship.
2. Alternative educational experiences allowed from other educational institutions shall be prearranged. Credit will be granted consistent with state guidelines from state accredited colleges. Credit may be granted on the above written agreement basis from nonaccredited institutions. Agreements to attend these institutions shall conform to the accepted guidelines for each program.
3. The outside experiences may occur at any time during the student's high school career, depending upon the same considerations affecting admission of students to other courses of the school--such considerations as student's interests, abilities, maturity, and goals.

Procedures for Enrollment:

1. The availability of alternative education experiences will be included in forecast materials.
2. The interested student will be responsible for initiating the contact with the designated faculty member responsible for each program, and following the enrollment procedures as described in each program.
3. When student has completed enrollment procedures, a completed form shall be forwarded to the designee describing: the location, types of activities in which the student will engage, the expected learning outcomes and how they relate to the student's educational goals, the tentative schedule for such activities, and other factors which the district may deem necessary.
4. The proposal shall be reviewed and the student counseled by the designee.
5. If required for the program, the student shall present the proposal to the community agency, arrange any modifications, if necessary, in the proposal, and obtain written approval by the person in that agency who is designated to be the supervisor.
6. When the proposal is approved by the parent, the community agency, and the school, a copy shall be filed by the designated faculty member and sent to all parties involved in the written agreement.

Experience Validation:
The student's progress and ultimately credit and grade for the experience will be evaluated by an appointed faculty member, the community agency (if appropriate), and the student. Credit, grade and competencies met will be recorded on the permanent transcript.

Outside Experience Credit as a Substitute for Required Units:
Credit may be granted for required units subject to prior agreement and consistent with normal progress toward meeting competency requirements. It is essential that required competency skills be considered during the planning stages of the alternative educational experience.

Transportation Needs:
Whenever possible, students shall be responsible for their own transportation to and from any off-campus learning program. The district may, in some instances, choose to provide transportation.

SAIF Insurance Coverage:

SAIF coverage shall be provided by the district pursuant to ORS 656.033 if the following conditions are met:

1. The duties performed by the student at the time of injury are:
   a. Among those required of similar full-time employees, and
   b. Described on the district's application for coverage.

2. The student earns no wages. (If wages are earned, workmen's compensation coverage is the responsibility of the participating agency, assuming the Workmen's Compensation Act is otherwise applicable.)
3. The student's name and a description of duties have been sent to SAIF. The principal or designee shall be responsible for filing the necessary form at least 5 days prior to the commencement of the student's participation.

CHAPTER II: PLANNED COURSE STATEMENTS

> Graduation Requirements
> OAR 581-22-226
> (3) Planned course statements shall be written for courses in grades nine through eleven by 9-1-76, and in grades twelve by 9-1-77, and shall be available to students, staff, parents, local board, and interested citizens.

THE INTENT: CAREFUL PLANNING

A sound instructional program requires careful planning, and planned course statements are written evidence of such planning. A planned course statement must include the course title, course overview, course goals, and any minimum competencies established by the local board of education as requirements for graduation which have been assigned to the course. A planned course statement may include: the required area of study, program goals, number of credits, course number, department, length of course, grade level(s), prerequisites, availability of credit by examination, type of course (required, selective, or elective), alternative learning opportunities, performance indicators for minimum competencies, learning activities, and assessment procedures. The sample format (page 36) is now used by most districts. Subsequent examples were developed by other districts and reflect the variety of planned course statements used.

DISTRICT DEVELOPMENTS

The planned course statements developed by districts during the past three years usually address only courses required by administrative rule. There are exceptions, however; several districts have prepared or are now preparing statements for courses offered in grades below the ninth. While this is not required, it represents a commendable effort to develop a well-integrated and carefully planned curriculum.

Once developed, and with continuous review and revision when necessary, planned course statements have proven to be an effective step in curriculum planning.

Many districts, as they set about identifying their course goals, have referred to course goals collections. The Tri-County Course Goals project has developed a series of collections* through the cooperative efforts of teachers, curriculum developers, and administrators from Multnomah, Clackamas, and Washington Counties, and

* Materials are available through Commercial Educational Distributing Services, P.O. Box 8723, Portland, Oregon 97208.

from districts in southwestern Washington. The collections also include suggested program goals, suggested instructional levels for goal placement, goals categorized by type (knowledge, process, value), and the relationship of goals to basic skills areas and to career education.

Planned course statements are being used by districts in a variety of ways, such as:

- To inform students of course requirements and content at the beginning of the course. Students learn what is required of them, of the opportunities provided for their attainment of course goals and any required minimum competencies.

- To communicate to parents and the public what is being taught. Open communication encourages public understanding of and participation in school matters.

- To provide the basis for careful curriculum planning in order to reduce possible gaps or overlaps.

- To serve as instructional planning guides for classroom teachers. Planned course statements are useful reminders of the goals identified for each course.

PLANNED COURSE STATEMENTS

Page

SAMPLE DISTRICT POLICIES AND GUIDELINES 34

PLANNED COURSE STATEMENTS

A. Authority — District policy _____.

B. Definition — Planned course statement: A concise and uniform written outline of a planned course offering, including general data, anticipated learner outcomes, general course content, expected learner activities, procedures for learner evaluation, and competency performance indicators.

C. Rationale

1. The information in these planned course statements will:
   a. Assist students in selecting courses.
   b. Provide curriculum information to parents.
   c. Aid in the articulation of curriculum both within and bewteen buildings.
   d. Assist teachers in long-term planning.

D. Implementation Procedures/ Guidelines

1. Each building principal or designee shall administer development of planned course statements including:
   a. Distribution of planned course statement forms to all teachers.
   b. Collection and compilation of the completed forms.
   c. Distribution of the completed forms to the building media center, guidance center, main office, area director, and Supervisor of Program Planning and Development.
2. Current planned course statements shall be ready and on file before students register for offerings.
3. The school district shall develop the form to be used for planned course statements.

PLANNED COURSE STATEMENTS

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SAMPLE DISTRICT PRACTICES

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Planned Course Statements: Samples
- Grammar 37
- Citizenship - Community, State, Nation . . .39
- Citizenship - Streets and Highways 40
- Personal Finance 41-47

SAMPLE DISTRICT PRACTICES:
PLANNED COURSE STATEMENT -
BASIC FORMAT

PLANNED COURSE STATEMENT

*Department** _____ *Area(s) of Study* _____

Course Title _____ *Course Number* _____

Length of Course _____ *No. of Credits* _____ *Grade Level(s)* _____

Prerequisite(s) _____ *Credit by Exam Available? Yes* ___ *No* ___

Check one:

- ☐ *Required*
- ☐ *Selective*
- ☐ *Elective*

Alternative Learning Opportunities (Check one or more):

- ☐ *Does Not Apply*
- ☐ *Independent Study*
- ☐ *Off-Campus Experience*
- ☐ *Other (Explain in Course Overivew)*

Course Overview:

Program Goals:

Course Goals:

Minimum Graduation Competencies
Which May Be Verified in This Course:

Performance Indicators:

Learning Activities:

Assessment Procedures:

---

* *Items in italics are optional*

SAMPLE DISTRICT PRACTICES:
PLANNED COURSE STATEMENT -
Grammar

PLANNED COURSE STATEMENT

Department Language Arts Area(s) of Study English/Language Arts

Course Title Grammar Course Number 06 -- 1003 Length of Course 18 weeks

No. of Credits .50 Grade Level(s) 9 Prerequisit(s) _____

Credit by Exam Available? ☐ Yes ☐ No

Check One	Alternative Learning Opportunities (Check One or More)
☒ Required	☐ Does Not Apply
☐ Selective	☐ Independent Study
☐ Elective	☐ Off-Campus Experience
	☐ Other (Explain in Course Overview)

Comments: This course fulfills one-half of the communications unit. A prerequisite is eighth grade English.

Course Overview: The ninth grade English course is directed toward achievement in speaking, reading, writing, listening, and analyzing with emphasis on usage, vocabulary, capitalization, and punctuation.

Course Goals:

The student will be able to:

1. Use oral communication effectively in a variety of situations (e.g., person to person, small group, etc.)
2. Adapt vocabulary to the listener when communicating orally.
3. Gain information through nonverbal communication cues (e.g., facial expressions, body posture, mannerisms, etc.)
4. Follow a set of oral directions.
5. Write clear, concise sentences.
6. Write a paragraph which explains or informs.
7. Adapt writing style to fit a variety of purposes (e.g., personal letters, business letters, reports, descriptions, etc.)
8. Spell correctly the words on a basic word list appropriate for grade nine students.
9. Use a dictionary as an aid in spelling words typically unfamiliar to grade nine students.

Major Student Activities:

1. Oral reports that require full usage of the library facilities.
2. Preparation of bibliography.
3. Apply capitalization, punctuation, and paragraphing to a passage that has none of these.
4. Compose an original story with dialogue, as suggested by a series of pictures.
5. Make a one-sentence oral summary of a report.
6. Matching words in vocabulary lists.
7. Worksheets involving the choosing of basic grammar and accepted usage.
8. Interpretation of the message intended by mime.

Assessment Procedures:

1. Pretests and follow-up tests.

2. Observation by teacher.

3. One-to-one conference between teacher and student.

Minimum Competencies Which May be Verified in This Course:

1. The student is able to follow oral directions.

2. The student is able to summarize the main points of a speaker's presentation.

3. The student is able to express ideas through writing.

Note: Although performance indicators are not listed here, it should be kept in mind that they are the basis upon which one judges whether a competency has been met.

SAMPLE DISTRICT PRACTICES: PLANNED COURSE STATEMENT - Citizenship - Community, State, and Nation

PLANNED COURSE STATEMENT

Department Social Science Area(s) of Study Social Studies/History

Course Title Citizenship-Community, State and Nation Course Number 07 -- 1152

Length of Course 9 weeks Number of Credits .25 Grade Level(s) 11, 12

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☐ No

Check One	Alternative Learning Opportunities (Check one or more)
☒ Required	☐ Does Not Apply
☐ Selective	☐ Important Study
☐ Elective	☐ Off-Campus Experience
	☐ Other (Explain in Course Overview)

Comments:

Course Overview: Explains the origin of our laws and the rights and responsibilities of a citizen in a democracy. The organization, structure, and functions of federal, state, and local government are explored.

Course Goals:

1. The student will know the basic principles of American government.
2. The student will know the rights and responsibilities of the citizen voter.
3. The student will know the structure of federal, state, and local governments.

Major Student Activities:

1. Listening to speakers
2. Group discussions
3. Viewing films
4. Listening to recordings

Assessment Procedures:

1. Written assignments
2. Individual projects
3. Exams and quizzes
4. Book reports
5. Group activities
6. Discussing current news items

Minimum Competencies Which May Be Verified in This Course:

1. The student is able to demonstrate respect for himself/herself and others.
2. The student is able to participate in social, economic and political decision-making.
3. The student is able to apply to appropriate social or governmental services to help solve given problems.

Note: Although peformance indicators are not listed here, it should be kept in mind that they are the basis upon which one judges whether a competency has been met.

SAMPLE DISTRICT PRACTICES:
PLANNED COURSE STATEMENT -
Citizenship - Streets and Highways

PLANNED COURSE STATEMENT

Department Social Science Area(s) of Study Social Studies/History
Course Title Citizenship-Streets & Highways Course Number 07 -- 1750
Length of Course 9 weeks Number of Credits .25 Grade Level(s) 10
Prerequsites(s) _____ Credit by Exam Available ☐ Yes ☐ No

Check One	Alternative Learning Opportunities (Check one or more)
☒ Required	☐ Does Not Apply
☐ Selective	☐ Independent Study
☐ Elective	☐ Off-Campus Experience
	☐ Other (Explain in Course Overview)

Comments:

Course Overview: The course is designed to give students the opportunity to become familiar with the automobile and the laws that govern them on our roadways so that they can become better users of those areas.

Course Goals:

The student will:

1. Know how an automobile operates
2. Know the purpose of adequate car insurance
3. Know motor vehicle laws
4. Know the principles of automobile safety

Major Student Activities:

1. Films
2. Demonstration on car parts
3. Guest speakers

Assessment Procedures:

1. Observation evaluation
2. Test evaluation
3. Oral discussion

Minimum Competencies Which May Be Verified in This Course:

1. The student is able to function as a responsible individual when operating a vehicle.

Note: Although performance indicators are not listed here, it should be kept in mind that they are the basis upon which one judges whether a competency has been met.

PLANNED COURSE STATEMENT

Department Personal Finance Area(s) of Study Consumer Education/Economics/Personal Finance

Course Title Personal Finance Sub-Area Consumer of Goods & Services

Length of Course 1 year Number of Credits 1 Grade Level 10

Prerequisite none Credit by Examination Available? ☐ Yes ☒ No

Check One	Alternative Learning Opportunities (Check one or more)
☒ Required	☒ Does Not Apply
☐ Selective	☐ Independent Study
☐ Elective	☐ Off-Campus Experience
	☐ Other (explain)

Program Goals:

1. Students will be able to function responsibly in the interrelated roles of wage-earner and wage-spender.
2. Students will be able to make financial decisions which contribute to family stability and personal satisfaction.
3. Students will be able to plan for the use of credit in terms of present and future needs and income.
4. Students will apply consumer skills when purchasing goods and services.
5. Students will be able to function as a responsible consumer in the market place.

Course Description:

Personal Finance is a planned course of instruction at the sophomore level. It is designed to satisfy the State Board of Education's requirements in personal finance education.

This course will provide students with the knowledge and skills necessary to become responsible consumers. It will aid students in developing competencies needed to produce family financial stability.

The course is set up to cover five major concepts:

Concept I - Employment and Income
- Unit IA - Employment Opportunities and Obtaining a Job
- Unit IB - Job Success and Financial Security Through Employment
- Unit IC - Unions and Employment Laws

Concept II - Money Management
- Unit IIA - Planning, Banking and Record Keeping
- Unit IIB - Savings and Investments
- Unit IIC - Insurance and Legal Documents

Concept III - Credit
- Unit IIIA - Availability and Responsibility of Credit
- Unit IIIB - Consumer Credit Laws and Credit Records

Concept IV - Purchasing Goods and Services
- Unit IVA - Advertising and Factors Affecting Consumer Purchases
- Unit IVB - Sources of Consumer Assistance and Consumer Legislation

Concept V - Rights and Responsibilities in the Market Place
- Unit VA - Rights and Responsibilities of Consumers and Sellers
- Unit VB - Sources of Consumer Assistance and Consumer Legislation

COURSE GOALS

Personal Finance

1. The students will be able to apply basic problem-solving in everyday life situations.
2. The students will be able to evaluate the influence of personal, societal, and marketing techniques on personal purchasing decisions.
3. The student will be able to describe the effect of the individual's consumer activities and productive activities upon the total economy.
4. The student will be able to apply the basic tools for reaching financial decisions of wage-earning and wage-spending.
5. The student will be able to plan for the use of credit in terms of present and future needs and income.
6. The student will be able to make wise decisions when purchasing goods and services.
7. The student will know how to be a responsible consumer in the market place.
8. The student will be able to perform work in a safe manner and accept responsibility for punctuality and attendance.
9. The student will know how to work cooperatively.
10. The student will be able to identify his/her strengths and weaknesses using the results of personal experience and testing in making career choices. (3.4.1.1)
11. The student will know correct job application procedures.
12. The student will be able to list where to find information about job opportunities.
13. The student will be able to describe several career choices relating to personal interests, skills, and abilities.
14. The student will be able to describe personal factors that influence employability and income expectations.
15. The student will be able to describe how character, attitudes, and responsibilities of both employer and employee are important to job success.

(Course Goals, Personal Finance (Cont.)

16. The student will be able to estimate the take-home pay for various jobs.

17. The student will be able to describe how employment income and benefits affect financial security.

18. The student will know how groups of employers can organize to influence conditions of employment.

19. The student will be able to describe how state and federal laws governing labor practices protect workers.

20. The student will be able to list ways in which sound financial planning is the key to successful personal money management.

21. The student will know the correct use of banking services that aid in personal money management.

22. The student will know how to keep accurate records to facilitate income tax reporting and to help maintain financial stability.

23. The student will be able to list three ways in which savings and investments aid families in providing for present and future financial needs.

24. The student will be able to evaluate major types of savings and investments available to people of various economic levels.

25. The student will be able to describe the role of insurance in planning for personal and family financial security.

26. The student will be able to analyze the essential elements of any contract or legal document before signing it.

27. The student will be able to describe how the cost of credit varies according to many factors involved in a transaction.

28. The student will be able to evaluate a credit transaction in terms of laws governing interest rates and disclosure information.

29. The student will be able to describe how family finances and future employment are affected by one's credit record.

30. The student will be able to evaluate various sources of assistance and legal resources for consumers with debtor problems.

31. The student will be able to analyze the effect of advertising on one's choice of goods and services.

32. The student will be able to analyze the factors affecting choices of retail outlets and know how to shop for services.

Course Goals, Personal Finance (Cont.)

33. The student will be able to describe rights and responsibilities of both buyer and seller in the market place.

34. The student will be able to recognize and protect himself/herself against fraudulent and deceptive practices in the market place.

35. The student will be able to explain the significance of laws enacted to protect consumer rights.

CONCEPT I

Employment and Income

UNIT IA

Employment Opportunities and Obtaining a Job

OVERVIEW:

This unit will explore job possibilities and the procedure used in obtaining them. It will provide information about jobs in various career areas, listing training and qualifications needed. Correct procedures used in filling out application forms and preparing resumes will be covered.

COURSE GOALS:

10. The student will be able to identify his/her strengths and weaknesses using the results of personal experience and testing in making career choices.

11. The student will know correct job application procedures.

12. The student will be able to list where to find information about job opportunities.

13. The student will be able to describe several career choices relating to personal interests, skills, and abilities.

14. The student will be able to describe personal factors that influence employability and income expectations.

PROCEDURES FOR ASSESSMENT:

1. Short answer questions
2. Research paper
3. Summary sheet
4. Self-analysis form
5. Application forms
6. Letter of application
7. Resume form

Personal Fiance - Grade 10

COURSE GOAL	SUGGESTED LEARNING ACTIVITIES	MATERIALS & AIDS
#10. The student will be able to identify his/her strengths and weaknesses using the results of personal experience and testing in making career choices. (3.4.1.1)	Ask a panel of businessmen to discuss: 1. application forms; 2. resumes and letters of application; 3. dress requirements; 4. interview and testing procedures.	
	Set up role-play employment situations with students as applicants. After interview have students decide who gets the job.	Employment tests
#11 The student will know correct job application procedures.	Expose students to various kinds of employment testing.	
	Have students fill out job application forms.	
	Use resource people to discuss job opportunities such as the State Employment Office.	Job application forms
	Have students discuss other ways of finding jobs.	
#12. The student will be able to list where to find information about job opportunities.	Have students obtain Social Security cards.	
	Interviews with students who have jobs.	Dictionary of Occupational Titles
	Surveys of occupations held by families and friends.	Career Cluster Guides

Personal Finance - Grade 10

COURSE GOAL	SUGGESTED LEARNING ACTIVITIES	MATERIAL & AIDS
#13. The student will be able to describe several career choices relating to personal interests, skills, and functions.	Have students use the information obtained along with self-appraisal to determine their individual potential for succeeding in various types of occupations.	
#14. The student will be able to describe personal factors that influence employability and income expectations.	Have students collectively make a list of factors that influence the success or failure of a job interview. Have students identify his/her salable skills, talents, and experience.	

(Editor's note: This planned course statement continues in the same format, giving details for all Concepts and Units listed.)

ATTENDANCE
OAR 581-22-232

(1) Twelve school years, beginning with grade one, of planned educational experience shall be required, except as local boards adopt policies providing early or delayed completion of all state and local program, credit and performance requirements.
(2) Local boards may adopt policies to allow credit by examination or allow credit for off-campus experiences.
(3) Local boards are encouraged to adopt policies allowing individual program completion in more or less than twelve school years.
(4) In any modification of the attendance requirements for graduation, the administrator shall consider age and maturity of students, access to alternative learning experiences, performance levels, desires of parents or guardians, and local board guidelines.

ATTENDANCE OPTIONS

Credits represent one of three basic requirements for graduation; the second is attendance. In the past, students were required to complete twelve years of schooling including four full years in grades 9-12. The State Board of Education continues to encourage local school districts to provide a complete twelve-year sequence. It is clear, however, that learning rates are unique to each student. Some students will complete the credits and competencies required for graduation in less than twelve years, while others will need more than that amount of time.

Each community has its own sense of what students should have learned in order to graduate. The State Board of Education, therefore, has left the final decision to local boards of education. Should the local board choose to provide options to the twelve-year requirement, it will be necessary to develop clear board policies for carrying these options. A sample policy, with administrative guidelines, developed by an Oregon school district is presented on page 52.

In addition to attendance rquirements, students must fulfill the following to receive a diploma:

- a minimum of 21 units of credit as established by the State Board of Education
- any additional units of credit required by the local board of education
- the minimum competency requirements adopted by the local board of education

ALTERNATIVE OPPORTUNITIES TO GAIN CREDIT

The new, more flexible attendance requirements allow the local school board to provide for credit by examination and off-campus learning experiences. In some districts students may challenge a course by taking an examination designed for that purpose. Course credit is granted if the district accepts the student's score as passing. Other districts go one step further; students with passing exam scores are scheduled into a more advanced course for attainment of the required credit. A strong advantage to credit by examination is that student and teacher time is put to better use. Students are not forced into courses where they have already mastered the content. This advantage also applies to opportunities to gain credit through off-campus experiences such as enrollment in community college courses, work experience programs, independent study and correspondence courses.

ATTENDANCE REQUIREMENTS

Page

SAMPLE DISTRICT POLICIES AND GUIDELINES 52

SAMPLE DISTRICT POLICIES
AND GUIDELINES:
ATTENDANCE

ATTENDANCE

A. Authority — District policy _____.
OAR 581-22-232

B. Definitions — Graduation: Completion of the district minimum requirements of units of credit, competencies and attendance.

Early Graduation: Completion of all graduation requirements in less than twelve years.

Delayed Graduation: Completion of all graduation requirements in more than twelve years.

C. Rationale — It remains an accepted premise that most students gain, both educationally and personally, from twelve full years of school experience. For some students, however, early or delayed graduation is appropriate and desirable. Various on- and off-campus learning opportunities are available to help meet individual student needs.

D. Implementation Procedures/ Guidelines — Each building principal (or designee) shall administer those rquirements necessary for graduation including:

1. Notifying students of their graduation status:
   - Determining when students have fulfilled all requirements.
   - Publishing lists of students eligible for graduation.
2. Providing counseling to students concerned with early or delayed graduation.
3. Developing procedures to allow students to apply for early graduation:
   - Students shall submit an application to the principal at least nine weeks prior to completion of the student's program. The application shall be approved by the student, parent or guardian and principal.

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION
OAR 581-22-231

(1) Student transcripts shall record demonstration of minimum competencies necessary to:
   (a) Read, write, speak, listen;
   (b) Analyze;
   (c) Compute;
   (d) Use basic scientific and technological processes;
   (e) Develop and maintain a healthy mind and body;
   (f) Be an informed citizen in the community, state, and nation;
   (g) Be an informed citizen in interaction with environment;
   (h) Be an informed citizen on streets and highways;
   (i) Be an informed consumer of goods and services;
   (j) Function within an occupation or continue education leading to a career.

(2) The local board shall by 9-1-76 adopt and make available to the community minimum competencies it is willing to accept as evidence students are equipped to function in the society in which they live. Students need not develop all competencies within the formal schooling process. Schools shall provide necessary instruction for those who need it. The local district shall identify performance indicators used for competency verification.

(3) The local district may alter performance indicators for competencies or the local board may declare a policy for granting waivers to substitute competencies appropriate to unique needs and abilities of individual students.

LOCAL DISTRICT RESPONSIBILITY FOR IMPLEMENTATION
OAR 581-22-236

Each local school district enrolling students in grades 9 through 12 shall implement the competency component of its graduation requirements as follows:

(1) Establish minimum competencies and performance indicators beginning with the graduating class of 1978;

(2) Certify attainment of competencies necessary to read, write, speak, listen, analyze and compute beginning with the graduating class of 1978.

(3) Certify attainment of all competencies beginning not later than with the graduating class of 1981.

COMPETENCIES--THE NEW REQUIREMENT

Credits and attendance are the two components of graduation requirements traditionally required of students. Administrative Rules 581-22-231 and -236 introduce the third, new component--student demonstration of minimum competencies adopted by the local board of education.

OAR 581-22-231(1) describes the 13 categories in which competencies are to be developed and adopted by local school boards. When the State Board revised the minimum standards in 1976, the three general area headings (Personal Development, Social Responsibility, and Career Development) were eliminated as unnecessary organizational layers. The competency category "lifelong learner" also was eliminated. Although no longer required, districts may continue to use these headings if they prove helpful.

By the beginning of the 1976-77 school year:

- Competencies adopted by the school board were to have been made available to the local community; and
- District staff were to have developed the performance indicators by which student competency attainment could be verified.

MORE TIME NEEDED

Most Oregon districts felt that more time was needed to complete the tasks implicit in OAR 581-22-236. The State Board therefore revised the rule in June 1976, to make competency verification for the graduating class of 1978 necessary only in the categories of (a) read, write, speak, listen; (b) analyze; and (c) compute. Verification in all 13 categories would be required beginning with the graduating class of 1980-81. Those districts ready to verify all areas for the class of 1978, as originally required, are encouraged to do so.

MEETING UNIQUE NEEDS

OAR 581-22-231 (3) gives the local district board the authority to alter performance indicators, to grant waivers, or to provide for substitute competencies appropriate to individual student needs and abilities.

LOCAL CONTROL

When the State Board introduced the minimum competencies requirement, the intent was to provide a means to assure that Oregon's high school graduates would be able to cope adequately with the demands commonly faced in adulthood. Most districts urged the State Board to delegate to them the authority and responsibility for competency development. The State Board concurred, believing that competencies should reflect the cultural and societal goals of the local community.

EARLY EFFORTS

From the outset there have been difficulties with competency development. Since little work had been done in this area, there was a limited background to draw from. Questions immediately arose--"How many should be required? How should they be written? How difficult should they

be?" Even the original definition of a competency--"possession of skills, knowledge and understandings to the degree they can be demonstrated"--was a limited view of the concept. Guidelines were prepared to help districts develop and implement the new graduation requirements. They grew out of local district experiences as well as the collective assumptions of educators statewide. Not surprisingly, mistakes were made. From those mistakes and subsequent experience in seeking solutions, Oregon's districts have made progress and even achieved some success.

COMPETENCIES REDEFINED

To more accurately reflect its intent, the State Board in June 1976, refined the competency definition to read, "a statement of desired student performance representing demonstrable ability to apply knowledge, understanding and/or skills assumed to contribute to success in life role functions." Districts could avoid developing long lists of competencies which describe isolated skills and recall. Rather, the district's set of competencies should be a representative sampling of student ability to apply skills and knowldge to life role situations. The list should be limited to those which the local community, through its board of education, could support as acceptable evidence that its schools had provided students with the basic minimum abilities needed to function in the six life roles identified by the State Board of Education.

With the new definition and with more experience to draw from, local districts now are developing a different type of competency. These competencies are written to measure student ability to perform representative life role functions, while they help solve some of the earlier logistics problems. They are more comprehensive statements and therefore there may be fewer of them. This reduces the time and effort necessary for record keeping and for developing transportable records for transfer students.

SAMPLES, Pages 65-78

The sample competency statements and performance indicators presented on pages 65-78 are drawn from local district efforts. They remain samples only, and are not meant to suggest an ideal number of items or level of difficulty. They are, however, examples of those which communities have found satisfactory. When students have achieved the required competencies (as well as units of credit), they will have met, at least minimally, the educational goals for the students of that district and its community.

RECORD KEEPING

Districts have made considerable progress in developing record-keeping systems. A successful system enables the district to report progress to students and parents, and provide information to accompany transfer students. To minimize the time spent on record keeping by the classroom teacher, the district's set of minimum competencies must be kept small enough to be manageable in numbers, yet comprehensive enough to represent the intent of the State Board's competency requirements.

VERIFICATION OF COMPETENCIES

Once the local school board has adopted its set of required minimum competencies, appropriate performance indicators must be developed for each of them. Performance indicators are statements that illustrate the kind of evidence the district is willing to accept that the competency has been demonstrated. The number of performance indicators for each competency will vary according to the level of generality at which the competency has been written (i.e., more general, more performance indicators; more specific, fewer performance indicators). In order to insure consistency in verification for all students, the criteria for level of performance, as well as the measures to be used, should be agreed upon.

The district's professional staff should clearly identify the courses where competency verification and any necessary related instruction would be must appropriate. Not all courses would be involved. The following example is drawn from local district experience:

Competency		Courses Where Verification Can Occur
Read		
a.	Read a 200 word newspaper article and answer questions.	Grade 7, 8, English I, II
b.	Read and state three conditions of a contract.	English I, II, Business English, Personal Finance
Write		
c.	Write a personal resume which can be used in applying for employment.	English I, II, Business English, Personal Finance
d.	Write an acceptable business letter.	English I, II, Business English.
Compute		
e.	Complete the short form of the federal income tax.	Math I, II, Personal Finance, Business Math.
f.	Balance a checkbook.	Grade 8, Math I, II, Personal Finance, Business Math.

Teachers of courses in which competency verification is to take place should be provided necessary forms. No one course should be overloaded with too many competencies to verify.

The teacher would maintain a special form (see sample, page 79) for competency verification, either in the grade book or separately. The teacher would fill in the competencies assigned to the course and verification of dates, and submit the form to a records clerk at the end of the course.

A central master copy for each student (see sample, page 80) should be maintained by a records clerk, either manually or through data processing.

Such a simplified recording system can produce an individual student competency record (see sample, page 81) that:

- is a permanent record of student achievement
- can be duplicated for reporting to parents

- can be used in course planning and selection by students and counselors
- can be duplicated and sent with transfer students to receiving districts
- is easily transferable to scorecards which can be provided each student to track individual progress in meeting requirements.

COMPETENCY REQUIREMENTS

Page

SAMPLE DISTRICT POLICIES AND GUIDELINES

Minimum Competency Requirements 60

Alternative Student Activities in Meeting Requirements. 62

MINIMUM COMPETENCY REQUIREMENTS

A. Authority — District Policy

B. Definitions

Competency: A statement of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life role functions. (Each statement usually covers related tasks, contains a performance (action) verb and describes an outcome from which verifiable standards of achievement may be determined. The statement may relate to several goals.)

Performance Indicator: An established measure to judge student competency achievement.

Handicapped Student: Any student who meets the Oregon Revised Statute definitions for certified handicapped students.

C. Rationale

Students are expected to demonstrate skills/knowledge to deal with basic survival-level situations before they may graduate from public schools. It follows, therefore, that the schools have an obligation to help all students attain the performance indicators for each competency. Some students will require special consideration, because of handicaps they possess, to fulfill the specific performances described by the district.

C. Implementation Procedures/ Guidelines

1. Each building principal or designee shall administer the program including:

   a. Placement of performance indicators in required offerings consistent with their grade span as identified in the program objectives.
   b. Designation of specific teachers to verify student completion of specific performance indicators.
      - The designated teachers will develop published schedules for testing and retesting.
      - The designated teachers will have the authority and responsibility to determine satisfactory completion.
   c. Proper recording of all performance indicators which have been satisfactorily completed.
   d. Development and distribution of precise written procedures informing students of the mechanics of the program and the performance indicators to be tested.
   e. Notification of each student and parent or guardian on a quarterly basis of the performance indicators achieved and those yet to be achieved.

f. Enactment of procedures for a handicapped student judged by the principal as unable to meet the district prescribed indicators of performance.

- Convene a three-person panel of reviewers in consultation with the Supervisor of Student Services.
- Elicit recommendations from the review panel.
- Make a decision on basis of known facts and presented recommendations.

2. Satisfaction of a performance indicator is not to be limited to either a single grade level or to a single offering.
3. The performance indicators are not to serve as the instructional focus of any offering.
4. No performance indicator may be totally waived.

ALTERNATIVE STUDENT ACTIVITIES IN MEETING COMPETENCIES

A. Competency Alternatives — Students not meeting competencies in regular course work can meet them in the following fashion:

1. Water Survival competency can be met in summer programs sponsored by the YMCA or the city.
2. Some competencies can be met by alternative means designed by a parent or by some source devised by the student, guide teacher, or counselor.
3. Each school has a competency makeup workshop which is offered at the end of each grading period for students, who during the course of that grading period, have not met competencies because of absence, or other reasons.
4. The district operates a summer competency makeup program at no cost to students on a self-initiated and self-instructional basis with the teachers acting as tutors.
5. The district offers summer school programs in the basic skills (reading, math) for students who need further instruction.
6. Several schools in the district have established learning resource centers where package materials are available which allow students to meet competencies via independent study.
7. For students who have deficiencies in competencies, there are special classes in reading, math, science, physical education and other areas of study which are established for the specific purpose of meeting competencies.

COMPETENCY REQUIREMENTS

Page(s)

SAMPLE DISTRICT PRACTICES

Competencies:

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- Write 66
- Speak. 66
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- Analyze. 68
- Compute. 68
- Use Basic Scientific and Technological Processes. 69
- Develop and Maintain a Healthy Mind and Body. 71
- Be an Informed Citizen in the Community, State and Nation. 73
- Be an Informed Citizen in Interaction with Environment. . . . 74
- Be an Informed Citizen on the Streets and Highways 75
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Record Keeping Forms:

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- Competency Report. 80
- Transcript 81

SAMPLE DISTRICT PRACTICES:
COMPETENCIES

Note: The competencies listed below are written at varying levels of generality. The local district has the option to select the level of generality preferred.

COMPETENCIES	PERFORMANCE INDICATOR(S)
Read	
The student is able to:	
1. Apply basic reading skills to obtain information from reference materials.	1. Given a dictionary, the student will use it to find the correct meaning, spelling, pronunciation and use of ten words selected from a newspaper.
	2. Given a library card catalog, the student will use it to find information of use in three assigned areas.
	3. Given an article (approximately 200 words in length) from the front page of a recent daily newspaper, the student will read it and answer to the teacher's satisfaction four out of five factual recall questions composed by the teacher.
2. Read and state three conditions of an apartment rental agreement.	1. Given a standard written rental agreement for an apartment, the student will read the document and then select and accurately paraphrase a minimum of three conditions, responsibilities, and/or obligations which either party to the agreement must fulfill.
3. Read and comprehend a job application form.	1. Given a job application form, the student will read it and provide the required information.
4. Understand written requirements for applying for employment.	1. Given three job opportunity ads from newspaper, the student will read them and list the requirements and/or experience necessary for each.

SAMPLE DISTRICT PRACTICES:
COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Write	
The student is able to:	
1. Write an acceptable autobiographical paragraph.	1. The student will write a legible autobiographical paragraph of 100 or more words with no errors in spelling, capitalization, or punctuation. Reference materials will be available to students.
2. Write an acceptable business letter.	1. The student will correct all errors on a business letter provided for the student. Reference materials will be available.
3. Write a personal resume which can be used in applying for employment.	1. Given a job description, with qualifications listed, in area of his or her personal interest, the student will compose a personal resume which illustrates the extent to which he or she is prepared to hold the job.
4. Write an acceptable description of a personl experience.	1. The student will select a personal experience (e.g., trip, movie seen, etc.) and write a logically structured description of that experience which is at least two paragraphs in length.
Speak	
The student is able to:	
1. Make an oral presentation to a small group on a topic of his/her choice.	1. The student will prepare information and materials on a topic of his/her choice and make a cogent presentation from three to five minutes in length.
2. Explain to another person the student's personal point of view on a topic of his/her choice.	1. The student will select a topic and explain his or her point of view in clear and understandable terms as judged by an instructor.

COMPETENCIES	PERFORMANCE INDICATOR(S)
3. Report verbally his/her observations of an assigned event.	1. Given an assigned event, the student will verbally respond correctly to the questions from the instructor on observations of who, what, when, where, and how as they apply to the event.
4. Give a series of clear directions.	1. Given a simple task to be accomplished in a series of steps, the student will give directions clearly enough that another student is able to perform the task.
Listen	
The student is able to:	
1. Follow a series of simple oral directions.	1. Given a series of directions by the teacher or another student, the student will be able to perform the task specified by the directions. (These could be directions supplied by a local employer on a task typically required of employees in that line of work.)
2. Listen to oral communication and recall specific details.	1. Given a 100-200 word oral communication, without further assistance the student will recall and cite (in written or oral form at the student's option) at least five specific details dealing with a given topic or aspect of the subject dealt with in the communication. The teacher will select the communication and judge the adequacy of the stated details.
	2. Given a hypothetical situation where the student receives an emergency telephone message, the student will recall all pertinent facts relevant to the emergency message.

SAMPLE DISTRICT PRACTICES:
COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Analyze	
The student is able to:	
1. Analyze personal reasons for a career selection.	1. Given the typical working conditions, salary range, and qualifications for a variety of career lives, the student will determine which most closely match his or her own values, interests, and aspirations.
2. Distinguish between informative and persuasive writing.	1. Given a number of written selections, the student will be able to identify those which are primarily informative and those which are primarily persuasive.
3. Distinguish between statements of fact and statements of opinion.	1. Given a particular analytic system and a selection of writing, the student will be able to identify which are statements of fact and which are statements of opinion.
4. Analyze the issues involved in deciding how to vote on an issue.	1. Given an issue which has appeared, or is scheduled to appear on the local ballot (e.g., fluoridation, school finance, control of atomic energy plants, etc.) the student will identify major pro and con arguments involved in the issue.
Compute	
The student is able to:	
1. Balance and maintain a checking account.	1. Given a simulated series of entries, and status reports over at least a two-month period of time, the student will maintain a correct balance in a checkbook with over 20 withdrawals per month interspersed between three to five deposits.

COMPETENCIES	PERFORMANCE INDICATOR(S)
Compute (Cont.)	
2. Complete the short form of the federal income tax report.	1. Given a hypothetical family and income data, the student will correctly complete the short form of the federal income tax report.
3. Determine the consumption of gasoline on a miles per gallon basis.	1. Given three problems each showing the total gas consumption and miles traveled by a car, the student will compute the gasoline consumption to within one mile per gallon for each case.
4. Determine the added costs associated with time payment purchases.	1. Given the price of an item, a whole number annual interest rate, and the length of a time payment contract, the student will determine the simple interest charges within two percent accuracy.
Use basic scientific and technological processes	
The student is able to:	
1. Measure in the metric and/or English systems.	1. Given a rectangular solid, the student will measure its width, length, depth, volume, and weight in metric and English units.
	2. Given an irregular solid, the student will use appropriate equipment and procedures to determine its volume, weight and density.
2. Demonstrate how machines extend man's physical and mental limitations.	1. The student will identify at least five specific ways in which the student has been affected by the computer in everyday life.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Use basic scientific and technological processes (Cont.)	
	2. Using a bicycle as an example, the student will identify the simple machines involved in the compound machine, describe how they are used to extend speed or mechanical advantage, and identify what must be sacrificed in each case to gain a particular advantage.
	3. Given a 500 pound object to be moved ten feet, the student will devise a procedure for moving it through the use of simple machines.
3. Distinguish between renewable and nonrenewable resources.	1. After developing a list of 20 natural resources (including at least ten which are associated with Oregon's environment), the student will, without further aid, categorize each as renewable (restorable or replenishable indefinitely) or nonrenewable within 90 percent accuracy.
4. Understand and utilize data presented graphically.	1. Given a simple set of data, the student will represent it using bar or straight line graphs as appropriate.
	2. Given a graphic representation of a set of data, the student will obtain information from the graph to answer questions.

COMPETENCIES	PERFORMANCE INDICATOR(S)
Develop and maintain a healthy mind and body	
The student is able to:	
1. Demonstrate ability to participate in two lifetime leisure activities.	1. The student will demonstrate healthy leisure time prerequisites by either performing fundamentals of two lifetime individual or two-person recreational sports, OR the student must meet one of the above sport requirements and develop a fine arts ability to a degree that basic fundamentals in that fine arts area are recognized as satisfied by a fine arts teacher.
2. Evaluate and apply health related information vital to personal development.	1. From a list of seven common drugs (e.g., alcohol, aspirin, penicillin, marijuana, heroin) agreed to by teacher and student, the student will accurately state, without the direct use of outside resources, at least one potential harmful effect of four of the seven which are consistent with effects described in the medical literature.
	2. Given a list of ten physical activities, the student will select those that contribute most effectively to cardiovascular fitness.
	3. Given appropriate simulated situations, the student will apply correct first aid procedures for a victim suffering: (1) heart attack, (2) severe external bleeding, (3) electric shock, (4) drowning, (5) fracture of a limb, and (6) internal poisoning. The student will meet Red Cross standards of competency in each situation.

COMPETENCIES	PERFORMANCE INDICATOR(S)
Develop and maintain a healthy mind and body (Cont.)	
	4. From a selection of 30 foods which the student and his/her family commonly eat, the student will describe, in a method of the student's choice, one day's menu for breakfast, lunch, and dinner which constitutes a balanced diet according to guidelines established in The Four Essential Food Groups, distributed by the U.S. Department of Agriculture.
3. Apply a problem-solving model to the solution of personal problems.	1. Following participation in one or more of the exercises found in Section V of the district guide group handbook, the student will describe, individually with his/her guide, a problem from personal experience and relate the process, which should include problem-solving steps and the role personal attitudes and emotions play in its resolution. Problem-solving steps should include: a. identification of the problem; b. identification of possible courses of action, both desirable and undesirable; c. selection of one or more solutions.
4. Analyze and evaluate the status of physical fitness and develop a plan for its maintenance.	1. Given an approved fitness test, can perform all components of the test at a given level. 2. The student shall plan a program of progressive physical conditioning, follow the plan, and show improvement on a pre-test/post-test basis.

SAMPLE DISTRICT PRACTICES:
COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Be an informed citizen in the community, state, and nation	
The student is able to:	
1. Demonstrate knowledge of the voting process. (See also analysis competency number four.)	1. The student will demonstrate a knowledge of the voting process by citing the requirements for registering to vote, by citing at least two additional sources of information on issues and/or candidates that is found in the voter's pamphlet, and by properly marking a sample ballot.
2. Obtain services available through social and government agencies.	1. Given a listing of at least eight social and government agencies registered with the Oregon Secretary of State and/or listed in the Interact "Directory of Community Services," the student will explain, orally or in writing, two services offered by at least three of the agencies which are available to meet his/her needs as a citizen. Where prerequisite steps are required, the student will describe at least three steps to attain each of two services. Success will be measured against published information of each agency.
3. Participate constructively as a citizen of his/her community and state.	1. Given a hypothetical situation, the student will identify a minimum of three ways a citizen can participate in the decisions made by elected public officials.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Be an informed citizen in the community, state, and nation (Cont.)	
4. Utilize historical information as a basis for solving current problems.	1. Given a selected number of everyday problems, the student will demonstrate how to investigate historical solutions (successful or unsuccessful) as a basis for proposing current solutions.
Be an informed citizen in interaction with environment	
The student is able to:	
1. Identify common environmental problems.	1. After developing a comprehensive list of common environmental problems confronting society, the student will identify at least five which are common to American urban areas and five which are common to American rural areas.
2. Describe helpful and harmful effects of garden and household chemicals on the environment.	1. For each of five actual samples of common garden and household chemicals, the student will correctly explain the use, describe one helpful and one harmful effect, and describe one safe storage practice.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Be an informed citizen in interaction with environment (Cont.)	
3. Describe the effect of man's use of natural resources on the balance of nature.	1. Given anecdotal data, the student will accurately identify the actions of people which have resulted in the extinction or endangerment of wildlife species. 2. Given anecdotal information on a variety of mining techniques and/or logging techniques, the student will predict the effects caused by each on the natural habitat of the mined or logged area.
Be an informed citizen on the streets and highways	
The student is able to:	
1. Pass written Oregon Driver's examination or cite proper highway conduct for pedestrians, bicyclists, and motorists.	1. The student will, without aid, demonstrate functional knowledge of pedestrian and vehicular safety in the use of public thoroughfares (highways, roads, streets) either by satisfactorily meeting the Department of Motor Vehicles' standards on the written portion of the Oregon Driver's Examination or by identifying, in a method of the student's choice, at least five safe highway practices and/or responsibilities for each of the following: (a) pedestrians, (b) bicyclists, and (c) motorists as described by the National Safety Council, the American Automobile Association, and/or their affiliates.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Be an informed citizen on the streets and highways (Cont.)	
2. Apply the skills and knowledge of a responsible operator of a vehicle.	1. Given a list of 15 potential causes of accidents, the student will identify correct preventive procedures in 80 percent of the cases.
	2. Given a list of ten terms dealing with financial responsibilities and automobile insurance, the student will correctly define eight out of ten.
	3. The student will explain the five steps that are necessary following an automobile accident.
Be an informed consumer of goods and services	
The student is able to:	
1. Analyze advantages and disadvantages of various credit plans.	1. Given a simulated credit buying situation, the student will explain at least two advantages and disadvantages of two distinctly different credit plans according to criteria outlined in Personal Finance Education Guide, Oregon Department of Education, 1972, p. 30-45.
2. Construct a realistic budget based on income and needs.	1. The student will compose a workable budget that includes a minimum of six items.
	2. The student will revise a planned budget to meet three unexpected situations.
3. Identify factors that influence the prices the consumer must pay in the marketplace.	1. The student will list three factors that influence prices the consumer must pay in the marketplace.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Be an informed consumer of goods and services (Cont.)	
	2. The student will identify the value to the consumer of one promotional device.
4. Apply practices of a responsible consumer.	1. The student will demonstrate techniques for assuring that "sale" purchases are really bargains.
	2. The student will describe at least three major provisions of the latest Oregon Consumer Protection Act.
	3. The student will select a product on sale and find out why it is on sale.
5. Explain the effects of advertising on the consumer.	1. The student will select and analyze one advertisement in terms of the kind of appeal it is making to the prospective buyer.
Function within an occupation or continue education leading to a career	
The student is able to:	
1. Identify requirements and training for a chosen occupation.	1. Identify at least one occupation consistent with his/her known interests, aptitudes, and values; and identify and list, in a method of the student's choice, the requirements and training needed for entry into the identified occupation. The requirements and training cited are to be consistent with information provided in Career Information System, Eugene, OR: University of Oregon, 1974; Douglas McClane, ed., Mapping Your Education, Portland, OR: Graphics Arts Center, 1973; and/or Occupational Outlook Handbook, Washington, DC: U.S. Government Printing Office, 1973.

SAMPLE DISTRICT PRACTICES: COMPETENCIES

COMPETENCIES	PERFORMANCE INDICATOR(S)
Function within an occupation or continue education leading to a career (Cont.)	
2. Determine grooming requirements.	1. Identify the dress and grooming requirements of at least three local businesses for an occupation connected with satisfaction of either the 3.2.1 or the 3.3.1 competency indicator.
3. Plan for a job interview.	1. List possible questions to ask a prospective employer in regard to retirement, insurance, withholdings, vacations, job requirements, unions.
4. Plan for proper behavior and attitudes necessary to keep a job.	1. Interview two prospective employers and record the factors which those employers list as necessary for continued employment.

QUARTER _____ COMPETENCY RECORD

PERIOD _____

CLASS _____

SAMPLE DISTRICT PRACTICES: COMPETENCY RECORD (CLASS VERIFICATION)

TEACHER _____

COMPETENCY		Read newspaper	Read contract	Write resume	Business Letter				
Adams, Bill	1								
	2	9/79	11/78	9/78	10/78				
	3								
	4								
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SAMPLE DISTRICT PRACTICES:
COMPETENCY REPORT

SIS215 COMPETENCY REPORT BY STUDENT NAME

Name of School _____ Date _____

Name of Student _____ No. _____ Grade ____ Class Year ____

ACHIEVED GRADE	QUARTER	TO BE ACHVD	
			READ
09	4		Read Newspaper Article/Answer Questions
		X	Apartment Rental Agreement
			LISTEN
09	4		Recall 5 Details of Oral Communication
			ANALYZE
			(Science 1 and Consumer 1 Complete This)
			SPEAK
09	4		Summarize Points of a Discussion
			WRITE
		X	Respond to a Job Notice
			COMPUTE
09	4		Compute Miles Per Gallon of Gasoline
		X	Determine Simple Interest Rate
		X	Measure Object in Metric-English Units
09	2		Balance a Checkbook
09	2		Make Correct Monetary Change
			BASIC SCIENTIFIC AND TECHNOLOGICAL PROCESSES
		X	Cite Everyday Effects of Computers
		X	Class Renewable/Nonrenewable Resources
			HEALTHY MIND AND BODY
09	2		Engage in 2 Lifetime Leisure Activities
		X	Cite Helpful/Harmful Effects of Drugs
		X	Apply Proper First Aid Procedures
		X	Describe a Healthy Diet
			ROLE OF A LIFE-LONG LEARNER
		X	Identify Community Resources
		X	Know Resources for Consumer Aid
			CITIZEN IN THE COMMUNITY, STATE, AND NATION
		X	Describe Social/government Social Services
		X	Demonstrate Knowledge of Voting Process
		X	Understand Payroll Stub
		X	Complete Simple Tax Forms
			CITIZEN IN INTERACTION WITH THE ENVIRONMENT
		X	Identify Environmental Problems
		X	Know Effects of Garden/House Chemicals
			CITIZEN ON THE STREETS AND HIGHWAYS
		X	Pass Written Drivers Test or Equivalent
			CONSUMER OF GOODS AND SERVICES
		X	Plan Monthly Budgets
		X	Cite Merits of Various Credit Plans
		X	Know Influences on Consumer Purchasing
			CAREER EDUCATION
		X	Demonstrate Safe Working Practices
09	2		Report Grooming Requirements
		X	Identify/Solve Problems in Work Setting
			CAREER DECISIONS
		X	Know Entry Requirements for Job Choice
			ENTRY LEVEL COMPETENCIES
		X	Show Entry Level Employment Competence
09	4		Apply/Interview for Real/Simulated Job
09	2		Outline Steps to Seek Employment

TOTAL PERFORMANCE INDICATORS ACHIEVED _____ TO BE ACHIEVED ____

(Editor's note: additional comments would be noted on the reverse side.)

SAMPLE DISTRICT PRACTICES:
TRANSCRIPT

STUDENT GRADUATION REQUIREMENTS SCORECARD

SUBJECT AREA	CREDIT COURSES	DATE COMPLETED
Communications (3 units)	[ ] _____	_____
	[ ] _____	_____
	[ ] _____	_____
Mathematics (1 unit)	[ ] _____	_____
Social Science (2 units)	[ ] _____	_____
	[ ] _____	_____
Citizenship (1 unit)	[ ] _____	_____
Lab. Science (1½ units)	[ ] _____	_____
Health Ed. (1 unit)	[ ] _____	_____
Physical Ed. (1 unit)	[ ] _____	_____
Pers. Finance (1 unit)	[ ] _____	_____
Career Ed. (1 unit)	[ ] _____	_____
Electives (8½ units)	[ ] _____	_____
	[ ] _____	_____
	[ ] _____	_____

CHAPTER V: DIPLOMAS AND CERTIFICATES OF COMPETENCY

DIPLOMAS AND CERTIFICATES OF COMPETENCY
OAR 581-22-228

(1) The local board shall award a diploma upon fulfillment of all state and local district credit, competency and attendance requirements.

(2) The local board may grant a certificate identifying acquired minimum competencies to students having met some but not all requirements for the diploma and having chosen to end their formal school experiences.

DIPLOMAS--A NEW FEATURE

Requirements for receiving a diploma as specified by the State Board of Education and optional requirements delegated to local boards of education have been discussed in preceding chapters. A new statute, however, adds another feature: school districts must award to handicapped students documents certifying successful completion of program requirements. Diplomas would serve as such documents.

ORS 343.295, enacted in 1975, states,

> "The school district shall award to handicapped children a document certifying successful completion of program requirements. No document issued to handicapped chilren educated in full or in part in a special education program shall indicate that the document is issued by such a program."

The statute requires that districts, when awarding diplomas to students completing a special education program, must not modify the diplomas to differentiate the special program requirements from those of the regular school program. Rather, any such differentiation should be identified on the students' transcripts of record.

Questions concerning ORS 343.295 should be addressed to the Special Education Support Section of the Oregon Department of Education.

CERTIFICATES OF COMPETENCY

OAR 581-22-228 gives the local school district the authority to grant certificates of competency to those students who do not meet all the requirements for graduation and who have chosen to terminate formal schooling. Certificates of competency will identify the minimum competencies required for graduation which the students have acquired during their school careers.

While the districts may choose whether to award such certificates, the Department of Education encourages this practice. Furthermore, districts might consider awarding certificates of competency to all students--to those who obtain a diploma, as well as to those who have not met all requirements specified for graduation.

The certificate of competency gives the student a record of acquired competencies; this may be helpful when seeking employment, entering military service, pursuing further formal education.

Some school districts have developed a certificate of competency such as the sample presented on pages 89-92. Other districts plan to issue a copy of that part of the student's transcript which identifies competencies achieved as well as the units of credit earned.

DIPLOMAS AND CERTIFICATES OF COMPETENCY

Page

SAMPLE DISTRICT POLICIES AND GUIDELINES. . . .56

SAMPLE DISTRICT POLICIES
AND GUIDELINES:
DIPLOMAS AND CERTIFICATES

DIPLOMAS AND
CERTIFICATES

A. Authority — OAR 581-22-228
District policy number _____.

B. Policy — A diploma will be issued to each student who meets at least the minimum requirements of credits, competencies, and attendance.
A certificate which identifies acquired competencies and credits will be awarded to any student who has not completed all the requirements for a diploma and has chosen to terminate his/her formal school experience.

C. Definitions — Diploma: An official document of the School District given to a student to designate completion of the minimum requirements of credits, competencies, and attendance for graduation.
Certificate: An official document of the School District designating those requirements of credits, competencies, and attendance which have been completed by a student. A certificate is awarded to a student who has not completed all the requirements for graduation and has chosen to terminate his/her formal school experience.

D. Rationale — All students should receive formal notification of their status with the school when they graduate or choose to terminate their school experience with the _____ Public Schools. Such notification is part of the school record which schools are required, by law and _____ School District policy, to maintain.

E. Implementation Procedures

1. Each building principal or designee shall administer the presentation of diplomas and certificates including:
   a. Determination and notification of students eligible to receive diplomas.
   b. Development of appropriate presentation ceremonies for the presentation of diplomas.
   c. Development of procedures for students applying for certificates.

DIPLOMAS AND CERTIFICATES OF COMPETENCY

Page

SAMPLE DISTRICT PRACTICES

Certificates of Competency:*
Certificate 89
Units of Credit Earned. 90
Student Competency Record 91

NOTE: The three items together would constitute a "Certificate of Competency."

SAMPLE DISTRICT PRACTICES:
CERTIFICATE OF COMPETENCY,
(1) Certificate

Certificate of Competency

_____ has met or exceeded minimum competencies
Name

as noted herein.

_____
Principal

_____
School

_____
Date Issued

UNITS OF CREDIT EARNED

Area of Study:	Date Completed	Grade	Unit of Credit
Required:			
Elective:			

91

SAMPLE DISTRICT PRACTICES
CERTIFICATE OF COMPETENCY
(2) Units of Credit Earned

92

STUDENT COMPETENCY RECORD

The competencies listed below are required for graduation from _____ School District. The date accompanying the competency indicates the student, at that time, demonstrated the competency in a manner accepted as evidence that the competency had been met.

MINIMUM COMPETENCY AREAS:	Date Verified
Read	
1. Read a 200-word newspaper article and answer questions	_____
2. Read and state 3 conditions of an apartment rental agreement	_____
3. Read and comprehend a job application form	_____
Write	
4. Write an acceptable autobiographical paragraph of approximately 100 words	_____
5. Write an acceptable business letter	_____
6. Write a personal resume which can be used in applying for employment	_____
Speak	
7. Speak to an audience for a period of 3 to 5 minutes	_____
8. Report verbally observations of an assigned event	_____
9. Respond orally to an ad of a prospective employer	_____
Listen	
10. Follow simple oral directions	
11. Listen to a 100-200 word oral communication and recall 5 specific details	_____
Analyze	
12. Make choices regarding priorities to be given personal decisions	_____
13. Determine which is the lowest unit price among items	_____
14. Decide on how to vote on an issue	_____
Compute	
15. Balance a checkbook	_____
16. Complete the short form of the federal income tax form	_____
17. Measure in both the metric and English systems	_____

SAMPLE DISTRICT PRACTICES
CERTIFICATE OF COMPETENCY.
(3) Student Competency Record

Use Basic Scientific and Technological Processes

18. Cite the effects of computerization upon activities _____
19. Distinguish between renewable and nonrenewable resources _____

Develop and Maintain a Healthy Mind and Body

20. Cite helpful and harmful effects of drugs _____
21. Apply first aid procedures for various injuries _____

Be an Informed Citizen in the Community, State and Nation

22. Demonstrate knowledge of the voting process _____
23. Obtain services available through social and government agencies _____

Be an Informed Citizen in Interaction with the Environment

24. Identify environmental problems _____
25. Identify helpful and harmful effects of garden and household chemicals _____

Be an Informed Citizen on Streets and Highways

26. Pass written Oregon driver's examinations or cite proper highway conduct for pedestrians, bicyclists, and motorists _____

Be an Informed Consumer of Goods and Services

27. Analyze advantages and disadvantages of various credit plans _____
28. Construct a realistic budget based on income and needs _____

Function within an Occupation or Continue Education Leading to a Career

29. Identify requirements and training for a chosen occupation _____
30. Plan for a job interview _____

ELEMENTARY INSTRUCTION APPLICABLE TO REQUIRED COMPETENCIES
OAR 581-22-222

Local districts shall by 9-1-77 establish procedures to insure instruction in any combination of grades kindergarten through eight to provide students with opportunities to acquire knowledge and skills applicable to minimum competencies required for graduation adopted for receiving schools.

COMPETENCIES K-12

The State Board of Education's intent in Administrative Rule 581-22-222 was to assure that instruction leading to student attainment of the competency requirements for graduation would be coordinated throughout the elementary and secondary education programs, grades kindergarten through twelve. This is in contrast to the attendance and units of credit requirements which are to be met in grades nine through twelve.

STAFF INVOLVEMENT

Whether districts are unified or elementary/union high, the key to success with this standard is to involve the staffs of both elementary and secondary schools in planning. As the staffs work together, they can develop a program to their mutual satisfaction, resulting in something workable and efficient. Intermediate education districts have provided valuable service in integrating the work of two or more districts.

THE BASIC APPROACH

Although the implementation date is set for the 1977-78 school year, many Oregon districts are already meeting the standard. They are taking any of the three distinct approaches described below.

In most cases, the elementary school programs concentrate on student development of basic skills and knowledge, upon which competency attainment will be verified at the secondary level. Elementary teachers are aware of the competencies required for graduation and, in developing elementary instructional materials, provide a foundation for competency attainment.

ELEMENTARY COMPETENCIES

A second approach is a refinement of the first. Some districts have identified the skills and knowledge to be attained in the elementary school and the grade levels at which those skills will be introduced, developed, and mastered. The districts have thus established a set of elementary school competencies which provide the student with a foundation for the secondary school program. Examples are presented on pages 97-99.

EARLY VERIFICATION

A third approach adds still another feature to the elementary school program--verifying and recording some of the minimum competencies adopted as graduation requirements. The district administrators and teachers identify selected minimum competencies and determine that verification can occur at some point in the elementary program. Records on competencies are begun and accompany the student from that point on through the secondary program. Districts cite several advantages: Students are introduced early to the graduation requirements; schools can identify and help, earlier, students who may experience difficulty with some competencies; record keeping of competency attainment is spread out over more time and among more people; elementary and secondary staff members have more opportunity to work together. See pages 101-102 for examples of district materials developed with this approach.

ELEMENTARY INSTRUCTIONAL PROGRAMS

Page

SAMPLE DISTRICT PRACTICES

Elementary School Record of Skill Development 97

Minimum Competencies and Performance Indicators, Verification Schedule 101

I - Introduce
D - Develop
M - Mastery

ELEMENTARY SCHOOL
RECORD OF SKILL DEVELOPMENT

Student _____

SKILLS CATEGORY OR SUBCATEGORY: SPEAKING	PERFORMANCE INDICATORS	K	1	2	3	4	5	6	7	8
1.0 THE STUDENT WILL COMMUNICATE ORALLY IN A VARIETY OF SITUATIONS	1. Articulate each spoken sound correctly. (Any child having difficulty when entering school should be referred to the speech therapist.)	I	D	D	M					
	2. Given a theme such as, "Something That Made Me Happy," carry on a conversation.	I	D	D	D	D	D	M		
	3. Tell about a given subject.	I	D	D	D	D	D	D	D	M
	4. Participate in show and tell.	I	D	D	D	D	M			
	5. Speak distinctly, correctly, and in a pleasant, audible voice.	I	D	D	D	M				
	6. After teacher reads a story aloud, take an active part in the discussion of the story.	I	D	D	D	D	D	D	M	
	7. Take part in class discussion.	I	D	D	D	D	D	D	D	D
	8. Take turns and avoid monopolizing the conversation.	I	D	D	D	D	D	D	D	D
	9. Give an oral book report.			I	D	D	D	D	D	D
	10. Present a story to the group.	I	D	D	D	D	D	D	D	M

SAMPLE DISTRICT PRACTICES:
ELEMENTARY SCHOOL
RECORD OF SKILL DEVELOPMENT

RECORD OF SKILL DEVELOPMENT (CONT.)

I - Introduce
D - Develop
M - Mastery

SKILLS CATEGORY OR SUB-CATEGORY: COMPOSITION	PERFORMANCE INDICATORS	K	1	2	3	4	5	6	7	8
1.1 THE STUDENT WILL USE THE STRUCTURAL SKILLS NEEDED FOR WRITTEN COMMUNICATION	1.1.1 Define a sentence. (E.g., "It is a group of words expressing a complete thought and must have a subject and predicate.")			I	D	M				
	1.1.2 Given 10 sentences or groupings of words, recognize whether they are fragments, sentences, or run-on sentences.			I	D	D	D	D	D	M
	1.1.3 Given 10 sentences, classify them according to use by writing dec for declarative, int for interrogative, imp for imperative, and ex for exclamatory.			I	D	D	D	D	D	M
	1.1.4 Write 5 declarative sentences.			I	D	D	D	D	D	M
	1.1.5 Write 5 interrogative sentences.			I	D	D	D	D	D	M
	1.1.6 Write 5 imperative sentences.			I	D	D	D	D	D	M
	1.1.7 Write 5 exclamatory sentences.			I	D	D	D	D	D	M
	1.1.8 Given 10 sentences, lacking in punctuation or capitalization, punctuate and capitalize.			I	D	M				
1.2 THE STUDENT WILL RECOGNIZE THE NOUN PART (SUBJECT) AND VERB PART (PREDICATE) OF SENTENCE.	1.2.1 Given 10 sentences, identify the simple subject and simple predicate.			I	D	M				

SAMPLE DISTRICT PRACTICES
ELEMENTARY SCHOOL
RECORD OF SKILL DEVELOPMENT

RECORD OF SKILL DEVELOPMENT (CONT.)

I - Introduce
D - Develop
M - Mastery

SKILLS CATEGORY OR SUB-CATEGORY: COMPOSITION	PERFORMANCE INDICATORS	K	1	2	3	4	5	6	7	8
	1.2.2 Given 10 sentences, some of which contain compound subjects and/or compound verbs, identify the compound subjects and compound predicates.			I	D	M				
	1.2.3 Given 10 sentences, identify the complete subject and the complete predicate.						I	D	D	M
1.3 THE STUDENT WILL USE PREDICATE NOMINATIVES, OBJECT OF THE PREPOSITION, DIRECT OBJECTS AND INDIRECT OBJECTS.	1.3.1 Given 10 sentences, identify the predicate nominatives.						I	D	D	M
	1.3.2 Given 10 sentences, identify the objects of the prepositions.						I	D	D	M
	1.3.3 Given 10 sentences, identify the direct objects.						I	D	D	M
	1.3.4 Given 10 sentences, identify the indirect objects.						I	D	D	M
1.4 THE STUDENT WILL RECOGNIZE CLAUSES.	1.4.1 Given 10 sentences containing clauses, identify independent (dominant) and dependent (subordinate) clauses.						I	D	D	D
	1.4.2 Given 10 sentences containing clauses, tell how each is used. (E.g., noun clause, adverb clause, or adjective clause).						I	D	D	D
	1.4.3 Given 10 sentences containing noun clauses, tell the function of the noun that the clause is taking the place of. (E.g., subject, predicate nominative, object of the preposition, direct object, or indirect object).						I	D	D	D
1.5 THE STUDENT WILL RECOGNIZE PHRASES.	1.5.1 Given 10 sentences, identify the prepositional phrases.						I	D	D	M

SAMPLE DISTRICT PRACTICES:
ELEMENTARY SCHOOL
RECORD OF SKILL DEVELOPMENT

SAMPLE DISTRICT PRACTICES:
COMPETENCIES, VERIFICATION
SCHEDULE

MINIMUM COMPETENCIES AND PERFORMANCE INDICATORS

Scope and Sequence

Code:

D = Develop
V = Verify
M = Maintain

	Competencies and Performance Indicators	Grade Levels and Courses Taught											
		1	2	3	4	5	6	7	8	9	10	11	12
Reading	A.												
	1	D	D	D	D	D	D	D	D	Eng. I D	Eng. II V	Eng. II M	Eng. IV M
	2	D	D	D	D	D	D	D	D	Eng. I M	Eng. II M	Eng. III M	Lit. West M
	3	D	D	D	D	D	D	D	D	Eng. I D	Jr. I Eng. II D	Eng. III V	Eng. IV M
	6				D	D	V	SS M	SS M	SS M	SS M	SS M	SS M
	B.												
	1		D	D	D	D	D			Eng. I	Eng. II M		
	4			D	D	D	D	V	M	Eng. I M	Eng. II M	Eng. III M	Eng. IV M
	5				D	D	D	D	SS V	SS M			
	7			D	D	D	D	SS	D	SS V			
Listening	C.												
	1	D	D	D	D	D	LA	D	D	Eng. I V	Eng. II M	Eng. III M	Eng. IV M
	2		D	D	D	D	D	/	M	Eng. I M	Eng. II M	Eng. III M	

Subject Abbreviations: SS-Social Studies; PS-Physical Science; Phy-Physics; GM-General Math; Bio-Biology; ES-Earth Science; Cit-Citizenship; Geo-Geometry; LA-Language Arts; MM-Mass Media; Jr-Journalism; Res Wr-Research Writing; IA-Ind. Arts; HE-Home Eco.

SAMPLE DISTRICT PRACTICES: COMPETENCIES, VERIFICATION SCHEDULE

Grade Levels and Courses Taught

		1	2	3	4	5	6	7	8	9	10	11	12
Analyzing	D.												
	1			D	D	D	D	D	V	Eng. I M	Eng. II M	Eng. III M	
	2	D	D	D	LA D	D	D	D	D	Eng. I V	Eng. II M		
	3	D	D	D	D	D	D	LA V	M	Eng. I M	Eng. II M	Eng. III M	
Speaking	E.												
	1		D	D	D	D	D	D	D	Eng. I V	Eng. II M	Eng. III M	Eng. IV M
	3		D	D	D	D	D	LA D	V	Eng. I M	Eng. II M	Eng. III M	Eng. III M
	4				D	D	D	D	D	Eng. I V	Eng. II M	Eng. III M	Eng. III M
	5		D	D	D	D	D	SS D	SS D	SS D	SS V	SS M	SS M
	6		D	D	D	D	D	D	D	Eng. I V	Eng. II M	Eng. III M	Eng. III M
Writing	F.												
	1	D	D	D	D	D	D	D	LA D	Eng. I V	Eng. II M	Eng. III M	Eng. IV M
	2	D	D	D	D	D	D	D	D	Eng. I V	Eng. II M		Eng. IV M
	4			D	D	D	V	M	M	Eng. I M	Eng. II M		
Computing	G.												
	1	D	D	D	V	M	M	M	M	Gen. Math M			
	2			D	D	D	D	D	V	Gen. Math M			
	3					D	D	D	D	Gen. Math V			
	4				D	D	D	D	D	Gen. Math V			
	5					D	D	D	V	Gen. Math M			
	6					D	D	D	V	Gen. Math M			
	7						D	D	V	M			
	8		D	D	D	D	D	V	M	M			
	9	D	D	D	D	D	D	V	M	M			
	10	D	D	D	D	V	M	M	M	M			

GRADUATION REQUIREMENTS GUIDELINES, REVISED

Prepublication Draft 1977

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___ Completely
___ More than half
___ Less than half
___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

___ Completely
___ Partly
___ Not at all

Did you find this publication useful in your work?

___ Often
___ Sometimes
___ Seldom
___ Never

Which section is most valuable? _____

What type of work do you do?

___ Classroom teacher
___ Consultant to classroom teachers
___ School administrator
___ Other _____

Would you recommend this publication to a colleague?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

Did you find the content to be stated clearly and accurately?

___ Always yes
___ In general, yes
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___ Very easy to use
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___ Fairly difficult
___ Very difficult
___ Other _____

Did you find this publication to be free of discrimination or biased content towards racial, ethnic cultural and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
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GOALS FOR ELEMENTARY AND SECONDARY EDUCATION

The Board, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of LEARNER are acquired in school, the school has primary responsibility for helping students achieve this goal.

Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

"Individual": to develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices;

"Learner": to develop the basic skills of reading, writing, computing, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor;

"Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills;

"Citizen": to learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races;

"Consumer": to acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society;

"Family Member": to learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.